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ABSTRACT

This guide, which is intended to assist developers of community-based adult literacy programs in Manitoba, explains the following components of good programming and presents suggestions for integrating them into literacy provision: community outreach, program development, learner involvement, provision of appropriate staffing, use of volunteers, commitment to training and professional development, and meaningful evaluation. Appendixes constituting approximately 60% of the guide contain the following sample documents: interview procedures and questions for literacy instructors, contract for literacy instructors, job description for literacy instructors, guidelines for evaluating teachers, criteria and interview questions for literacy coordinators, job description for literacy program coordinators, volunteer intake form, and financial statement. (MN)

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ED 381 642

GUIDELINES FOR PROGRAM DEVELOPMENT

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GUIDELINES FOR PROGRAM DEVELOPMENT

Introduction: Aspects of Good Programming

Good programming includes a number of significant components. The Guidelines for Program Development have been written to identify these components and to help community-based programs work towards integrating them into their literacy provision. Since the Literacy and Continuing Education Branch believes that all programs receiving provincial funding should be working towards this goal, programs will be evaluated on their attempts to incorporate the seven components of good literacy practice into their literacy provision. Thus, if programs contain all the components of good practice, they are likely to be evaluated positively.

The Literacy and Continuing Education Branch sees one of its mandates as providing ongoing support and advice to adult basic education programs about good practice in literacy programming. The support and advice includes on-site visits as well as formal training events. Adult Literacy Coordinators can provide training for literacy working groups, volunteer tutors or paid practitioners on any aspect of good practice in literacy programming.

The seven components of good programming are:

1. Community Outreach
2. Program Development
3. Learner Involvement
4. Provision of Appropriate Staffing
5. Use of Volunteers
6. Commitment to Training an Professional Development
7. Meaningful Evaluation

1. Community Outreach

The concept of **community-based education** is based upon a number of principles, values and assumptions which, taken together, shape the program development process. "Community-based" implies involvement of the community in the program. The establishment of a Literacy Working Group (LWG), with a broad representation of the

community, is one strategy designed to get the community involved in the program. This working group could include: representatives of significant community groups or agencies, potential referral sources for the program, potential promoters of the program, (ie. local media), learners, tutors, and interested individuals as volunteers.

Community outreach is a term which describes another strategy of community involvement - one of "reaching out" into the community - reaching out to determine educational needs, to raise public awareness of literacy, to promote the program and to recruit learners and volunteers. These strategies involve the community in the program with the benefits being community support and increased awareness and involvement in the education process.

Community outreach does not happen on its own. It takes careful planning and ongoing work. The program needs to explain to community groups about how the program is run and how it is different from other training programs. Potential learners and referral sources (community agencies, federal and provincial departments) must be clear that adult education is different from school-based programs. Referral sources also need to understand that the literacy program can meet certain individual learning needs, but it is not a solution for many problems experienced by adults.

Many adult learners are non-confident and may have fears or bad memories of earlier education experiences. They may see the teacher/instructor as the "authority figure" of these earlier experiences and thus, may be unwilling or unable to make their needs known during the recruitment stage or during the first few classes.

Several programs have overcome this difficulty by employing a **community counterpart** - a member of the community who is known, respected and accepted by the adult population of the area. This person acts as a **liaison** between learners and program personnel. The counterpart can play a key role in recruitment of learners by contacting individuals and speaking to groups which include potential learners. The person can explain the program, its benefits and its "learner-centred nature" to the community.

The counterpart can also relay problems, issues and concerns expressed by learners to program personnel during the delivery stage of the program by meeting with and talking to students, individually and in small groups outside of class. The counterpart is a member of the program team, contributing to the ongoing development of good programming.

The Literacy Working Group (LWG) will need to create a **publicity initiative**, perhaps through brainstorming within the group. The following are some good examples of ways to publicize your program:

- develop posters and place them in stores, the Band office, post office, job centres, civic centres, etc.;
- make contact with the local media (newspaper, radio, TV);
- give formal and informal talks to community groups like the Rotary Club, church groups, cultural groups, etc.;
- meet with employers, school principals, home and school coordinators, public health nurses, home economists, Canada Employment Centre employees, job centres, civic government staff and local politicians;
- create brochures, fact sheets, and volunteer information packages that are current and attractive.

In each of these examples, the purpose is the same: reach out to the community so that the members can learn about the program, recruit and refer learners to the program and support learners and volunteers associated with the community's program!

2. Program Development

Programs are more likely to be successful at getting the support of the community, recruiting and retaining learners if their scheduling and programming reflect the needs of the community that they plan to serve. Therefore, one of the first activities to consider when starting a new program is a **needs assessment** of adult learning needs in the area. The needs assessment should be conducted with local businesses, organizations and potential learners.

Once the needs and issues of concern to the community have been identified, then decisions about program start and stop times, class days and hours, courses, and instructional arrangements can all be made to reflect and accommodate these needs. Furthermore, programs need to keep in touch with the community by repeating the needs assessment periodically and by having the flexibility to respond in an innovative way if the current programming and scheduling is no longer meeting community needs.

This may mean closing a class that has few students and opening another at another site. It may also mean offering different types of courses, and experimenting with what options appeal to their community. Initiatives such as family literacy, oral history work, writing and reading circles or workshops, reading services for the community, etc. are ways that programs can develop in responsive ways to the community.

Programs can seek funding from sources other than the Literacy and Continuing Education Branch. If they receive additional funding, they are free to use the money to extend the instructors hours, buy resources, etc. However, if the funding from these other sources stipulates different criteria from that of the Literacy and Continuing Education Branch, the program will have to draw a clear distinction between the two types of programs and will have to offer the programs at separate times. For example, if funds are accessed from HRDC, and preparation for work is the main criteria for funding, learners who do not wish job training should be offered alternative class times for literacy.

3. Learner Involvement

Obviously, students are the reason that literacy programs exist. However, a small, community-based program may not be able to provide all the adult basic education services in a community. Programs need to decide what learners will be served by the program and in what manner they will be served. Student recruitment is an important part of establishing permanent links to the community. The wider community needs to understand the program, what students it serves and how the program differs from other adult education services in the community.

Learners need to feel they have a stake in the program. If they do, they will become more active in their learning. They will have a sense of ownership and empowerment through the recognition of their support to the programs. If learners perceive the program as only being for a certain group or as something they have no control over, then their involvement in and commitment to the program will be limited.

In addition, since provincially-funded literacy programming is free, it is reasonable for programs to expect some volunteer commitment from learners. Learners could volunteer in the program:

- as student representatives on the LWG or program committees
- as representatives to the local learners' Conference Planning Committee
- as members of committees: (ie. program fund raising or publicity events)
- as part of special initiatives that the program undertakes.

Many literacy programs worry about recruiting students to the program, and keeping them in the program. Student recruitment and retention can be facilitated through the development of short courses. These may include any number of areas of interest within the community. For example, courses in career exploration, dealing with the school and health issues may all be ones that the literacy program could run in collaboration with the wider community. In this way, the community learns more about the program and the program has access to more potential students.

4. Provision of Appropriate Staffing for the Program

Good literacy programs have quality instructors. A quality instructor can make or break a program. The instructor may not be a "trained teacher" in the sense of having teacher certification. But these teachers need to be flexible, creative and active readers and writers. The reading, writing and math materials available for adults in basic education is very limited. Therefore, instructors are required to develop materials, re-write materials, and explore the community for appropriate adult materials. They need to be able to see everyday materials in a new light.

The instructor may also need to prepare a different learning program for every learner. Instructors need to be searchers, gatherers and inventors. Without these personal qualities and skills, literacy workers will be unable to cope with the demands of a teaching/learning environment that requires them to develop so much material on their own. They should also be, whenever possible, someone from the community and always someone who has a positive profile with adult members of the community.

In order to attract and maintain good staff, literacy programs need to have clear guidelines for procedures in hiring program staff. Once staff is hired, programs should provide professional staff with a contract, job descriptions and a process for evaluating their work. **See Appendix 1 to 4 for examples of Interview Questions, a Contract, a Job Description, and Guidelines for Evaluating Teachers.**

Professional staff should be encouraged to participate in staff development and to initiate local training events. New or innovative practices should be celebrated with the wider community so that the instructor receives acknowledgement from peers and colleagues.

Professional staff should be consulted over budget allowances that affect program delivery and expansion.

Instructors should be paid a minimum of $15.00 per hour. It is recommended that instructors be paid for three hours of preparation time for each 10 hours of instruction.

The instructor is not generally required to do the following:

- recruit students to the program
- develop, promote, and deliver publicity about the program to the community
- provide babysitting or transportation to students
- recruit volunteers or other supports to the program.

Some programs hire a Program Coordinator to do these tasks. Literacy Programs are encouraged to explore this option if sufficient funds are available within program budgets. **See Appendix 5 and 6 for examples of Interview Questions and Job Description for a Coordinator.**

The Literacy Working Groups should identify a person to be **staff liaison**. This person should offer advice and support to the instructor and/or coordinator concerning his/her role and teaching needs, regularly consult with the instructor about any problems or concerns, and report any staffing difficulties to the LWG. Grievance procedures should be clear and instructors and/or coordinators should have access to information about performance appraisals.

Each community is free to devise its own mechanism for the staff to report to the working group. Whether this is a formal report in writing or informal statistics and information is up to each community.

The Literacy and Continuing Education Branch offers support about quality staffing to programs in the following ways:

- They will provide information on instructor recruitment strategies and provide feedback on different ways programs might organize the instructional program.
- They will help the hiring committee develop job descriptions and interview questions.
- They should be part of the hiring committee for the appointment of new instructors or coordinators.
- They will provide feedback to the Literacy Working Group on instructor/ coordinator performance and methods of appropriate learner evaluation.
- They can provide support to the program should it be necessary to terminate the instructor's contract.

5. Use of Volunteers

Successful community-based programs often encourage the participation of volunteers in as many different aspects of the program as possible. Volunteers can be involved with the community needs assessments and the development of the program. The Board or Literacy Working Group which guides the operation of the program usually includes members of the broader community. Volunteers, who represent various community groups and social service agencies, can play an active role in promoting the program and recruiting students.

The LWG can form subcommittees or recruit volunteers to take on such activities as fundraising, planning special events, or production of a newsletter. Volunteers can further share their expertise by conducting short courses or workshops for the community. Volunteers can also perform reception or other office duties which assist with the daily operation of the program.

Finally, volunteers can be utilized in the program as tutors or to assist with instruction in the classroom. Volunteer tutors need to have clear guidelines about their duties, roles and responsibilities regarding the tutor/student relationship and the expected qualities and skills tutors will have to have in dealing directly with students.

It is important for literacy programs to assess their personnel needs and plan for the effective use of volunteers. **See Appendix 7 for an example of a Volunteer Intake Form.**

6. Commitment to Training and Professional Development

Each literacy program needs to demonstrate that it supports professional development in all aspects of the program. This includes activities which expand learner involvement (eg. Learners' Conference), and provide training for teachers, tutors and the Board. Examples of such activities are Literacy and Continuing Education training events, networking amongst other practitioners, LWAM membership, and Practitioner's Conference participation. Programs which promote these activities will be seen to support training in a range of ways. They can even be a model for adult education development in the community.

Instructors are expected to attend the initial literacy training offered through the Literacy and Continuing Education Branch. In addition, workshops are offered throughout the year both regionally and in Winnipeg to give instructors opportunities to network with other teachers and improve their own teaching skills.

As a result of the Development Plan arising out of the Good Practice Evaluation, the Literacy Working Group and the instructor should agree on the professional development activities which would be appropriate for the individual instructor. **Each instructor is expected to attend some training events in a given year.**

7. Meaningful Evaluation

All good literacy programming includes meaningful evaluation. The purpose of this kind of evaluation is to implement changes in program development. The evaluation process should provide an opportunity for all the program partners: volunteers, program managers, coordinators, instructors, tutors and students to reflect on what the program is doing well and what needs improvement or change.

Some provinces have devised check-lists for programs to evaluate themselves whereas others provide a reporting framework. The Literacy and Continuing Education Branch requires the provincially funded programs to complete the **Good Practice Guide**, which provides a framework for meaningful evaluation. If the Guide is used correctly, regular consultations among instructors, coordinators, the literacy working group, volunteers, the larger community and learners should take place.

It is especially important that learners be consulted about program development and supports needed within the program. Programs may also need to consult with learners who have "dropped out" or learners who have left, in order to determine whether the program can be changed to meet the needs of more people. The collective views of all of these stakeholders should then form the basis for the formulation of a **Development Plan** that will reflect each program's uniqueness as well as set the direction and focus for next year's programming.

The Development Plan gives substance to vague program planning and commits all the partners to thinking about ways to improve the quality of program delivery and development. Literacy and Continuing Education personnel are available to help devise development plans, give information concerning good practice, etc.

Once completed, copies of the Development Plan should be provided to interested community members including practitioners, learners, and volunteers and well as members of the LWG. In other words, everyone in the learning community should have access to the Development Plan. During the year, the Literacy Working Group should use the Development Plan to provide a framework and timetable for the current academic year.

Meaningful evaluation also includes accountability to the community, the funders and most importantly the learners. The community needs to feel that their input is requested, listened to and reacted on. They need to feel their participation in the program is not just welcome but fundamental to the success of the program.

Funders need to understand how the literacy program provides a unique service in the community. They will require statistics (ie. Annual Statistical Return, budgets, and financial statements) in order to confirm that the funding is appropriately placed. Until all information from each program has been received, no applications for funding can be considered. **See Appendix 8 for an example of a Financial Statement.**

APPENDIX 1

SAMPLE INTERVIEW PROCEDURES AND QUESTIONS FOR LITERACY INSTRUCTOR

A. OPENING

- Introduction of interviewing panel and some background information of the interview.
- Present the applicant with the opportunity to introduce himself/herself.
- Explain that the objective of the interview is an exchange of information between the applicant and the panel. (Encourage the applicant to feel free to ask for clarification of a question/statement presented.)
- Mention that members of the panel will be taking notes during the session to be referred to by the panel when finalizing the decision of the successful candidate.

B. INTERVIEW SESSION

I. Program's Goals for Literacy

1. One of our program's philosophies for our learners is that their goals become our goals. How can you apply this view to your potential role as an Instructor?
2. What challenges do you feel this position will present?
3. How do you feel qualified for this position?
   a) What strengths do you possess for this position?
   b) Your weaknesses? How would you strive to improve?

II. The Learners

1. Have you had any experience working with adults with low literacy skills?
   a) Have you had experience developing materials for these adults?
   b) How did/would you approach it?

II. **The Learners (Continued)**

2. What previous experience will help you to be sensitive to the needs of these learners?

3. Considering that the learners are adults, they have acquired many life experiences. How can their knowledge be utilized during these classes?

III. **Programs: Development and Delivery**

1. How would you set up a learning plan/program for an adult learner?

2. a) How would you ensure that this plan was being effectively implemented?
   b) If you or a learner were dissatisfied with the progress of the program, what steps would you take to alter the situation?

3. a) Describe how you would create a positive and non-threatening learning environment.
   b) How would you motivate a learner who was losing his/her enthusiasm?

4. a) How important do you feel ongoing evaluation of each learner and the program are?
   b) Tell us how you would approach the task of evaluation.

5. Would you be willing to participate in training sessions for which your expenses would be paid?

IV. **Applicant's Skills/Experience**

1. Tell us how your training and experience demonstrate your ability to work independently.

2. In addition to academics, what significant skills would you strive to promote with the learners?

3. a) Describe your experiences which involve communicating with the public.
   b) Can you think of a negative experience you have had with communicating with a person? How was it resolved?

IV. **Applicant's Skills/Experience (Continued)**

4. Prior to this interview, we requested a sample of your composition or written language skills.

   a) What types of writing might the learners require practice with?
   b) Elaborate on your own written language skills.

5. Oral communication skills are also important. Describe the opportunities you have had speaking to groups of people.

6. We intend to provide the Instructor with volunteer "instructor assistants." What support will these helpers require from you?

7. a) Imagine that you are presented with a learner, who is a non-reader. How would you help him/her to learn to read?
   b) How would you help a learner with very weak math skills?

V. **General Suitability**

1. If you were the successful candidate, when would you be available to start?

2. Start date and availability.

3. Salary expectations.

4. Panel decision date... "You will be notified by...."

C. **CLOSING**

- Express thanks for application submission and attendance at interview.
- Provide final opportunity for further questions or comments.

APPENDIX 2

SAMPLE CONTRACT FOR LITERACY INSTRUCTOR

Agreement between
Greenlands Literacy Working Group

(Herein referred to as GLWG)

and

Jane Doe

(herein referred to as the Contractor)

WHEREAS GLWG has requested that certain work be undertaken in the development and delivery of adult literacy programming, and

WHEREAS the Contractor had agreed to undertake this work, it is understood that:

1. The Contractor shall perform the work in accordance with the Statement of Work.

2. GLWG shall pay the Contractor to the amount of **(total amount of the contract)** for work from _____ **(start date)** to _____ **(end date)** payable **(bi-weekly?)** upon completion of the work to the satisfaction of GLWG.

3. The Contractor is self-employed and GLWG is not responsible for Unemployment Insurance, Canada Pension or Income Tax deductions.

Signed this _____ day of _____, 1994.

_____
G.L.W.G.

_____
The Contractor

APPENDIX 3-A

SAMPLE STATEMENT OF WORK

(Name of the Contractor)

The Contractor will:

1. Be responsible for ten hours of instruction each week to be determined by the students and the instructor.

2. Be responsible for literacy and upgrading instruction on an individualized basis with all literacy students. (The instructor will be paid for three hours of preparation time each week.)

3. Help learners set goals and give them regular evaluation.

4. Develop and adapt materials for instructional use when appropriate.

5. Offer suggestions to the Literacy Working Group for resource development (books, study materials, etc.).

6. Interview and assess volunteer tutors for the program.

7. Report verbally three times a year and once at the end of the year about the progress of the program. This report should include statistical information and program evaluation based on the Good Practice Guide available from the Literacy and Continuing Education Branch.

8. Provide the Literacy Working Group with sample lesson plans for the students in the program on an occasional basis.

9. Participate in the writing of a Development Plan for the next academic year.

Signed this _____ day of _____, 1994.

_____
The Contractor

APPENDIX 3-B

SAMPLE JOB DESCRIPTION FOR LITERACY INSTRUCTOR

1. POSITION DESCRIPTION

Literacy Program Instructor

2. POSITION SUMMARY

The Instructor will:

- deliver literacy programs to adult learners which will meet their individual needs;
- support the goals and objectives of the Adult Literacy Program including the development and assessment of new learning materials which have been produced by learners and/or tutors/instructors.

3. POSITION DUTIES AND RESPONSIBILITIES

A) Program Support and Development

The Instructor will:

- attend, whenever possible and with reimbursement, any training that is recommended by the Working Group or the Literacy and Continuing Education Branch;
- assist the Program Coordinator in performing initial assessment of new learners, including statistical information, current levels of skill, interests and goals;
- open and maintain a file on each student;
- develop a learning program for individual learners that is appropriate to their interests, level of ability and specific goals;
- perform ongoing evaluation of each learner in the areas of achievement, special needs, new goals, etc., including weekly notes in each learner's file which would include lesson plans, attendance and incidence reports (this evaluation may include, where appropriate, the Literacy Certificate program). As well as

weekly notes, a monthly evaluation will occur to ensure that the training plans continue to be relevant, realistic and achievable. The Instructor will maintain ongoing communication with learners to document concerns or needs. Part of this evaluation will include daily evaluation in a simple format by the learners themselves;

- develop daily lesson plans for group instruction with individual daily action plans which are designed for the learner's particular reading, writing and numeracy level;

- maintain daily records of lesson plans to ensure that objectives are being met or that additional lesson plans are developed; and

- prepare monthly reports to the Literacy Working Group and Program Coordinator which include: attendance, enrollment, resources developed or obtained, identification of specific supports or training.

B. **Support of Volunteers**

The Instructor will:

- communicate directly with volunteers to determine when volunteers will be available to work with learners; and

- identify ongoing supports required by volunteers.

C. **Program Material Development**

The Instructor will:

- prepare and submit orders for program resources to the Program Coordinator;

- maintain an inventory of resources purchased or otherwise acquired;

- review existing resources (in cooperation with Program Coordinator) to evaluate the suitability for the program; and

- develop, in cooperation with adult learners, projects which will result in learner-generated learning materials.

APPENDIX 4

GUIDELINES FOR EVALUATING TEACHERS

The following questions might be raised about the teacher:

1.0 Learner Relationship Issues

Do the learners feel she/he is responsive to their needs?

Do they find she/he is easy to talk to? Is s/he warm, friendly, encouraging in their pursuit of educational goals?

Does she/he treat them in an adult manner or is she patronizing to them?

Do they like coming to class?

2.0 Curriculum Development Issues

Have the learners been able to set specific goals? Has the teacher helped them determine their goals?

Are the materials in the program adult in content and do they serve a variety of interests and needs?

Is the program individualized and are differences in learning styles and needs valued by the teacher?

Is learner progress regularly evaluated? Do learners understand how they are progressing?

Are the learners consulted about the program and how their needs are being met?

3.0 Teacher and Literacy Working Group Issues

Is the role of the teacher in program well defined?

Is the Literacy Working Group asking the teacher to do their job?
(ie. recruit learners, do outreach and publicity, etc.)

Is the teacher expected to volunteer her hours to develop the program?

Is the appropriate amount of the budget allocated to teacher salaries and professional development for the teacher?

Does the Literacy Working Group regularly visit the program? Are they made welcome?

APPENDIX 5

SAMPLE CRITERIA AND INTERVIEW QUESTIONS FOR LITERACY COORDINATOR

CRITERIA 1: **Demonstrated Awareness of the Programs Associated with Literacy and Numeracy among Adults.**

1. Describe your familiarity with adult literacy issues and explain how you would incorporate this knowledge into the development of literacy programming.

CRITERIA 2: **Demonstrated Awareness of Difficulties of Learners.**

1. Have you any experience working with and/or developing materials/presentations for adults with low literacy skills? If yes, what factors did you take into consideration when working with this target group?

2. What previous experience will help you to be sensitive to the needs of adults with low literacy skills?

CRITERIA 3: **Demonstrated Ability to Develop Program.**

1. Describe how you will set up a literacy program for adults in the community.

2. How will you create a learning climate that is non-threatening for adults?

3. How will you attract volunteers to a literacy program?

4. As development and evaluation is a requirement of this position, tell us about your program development, delivery and evaluation experience.

5. How will you ensure quality in program delivery?

CRITERIA 4: (Continued)

CRITERIA 4: Demonstrated Ability to Function Independently with Strong Organizational Skills.

1. In previous jobs, how much direct supervision did you receive from your supervisor?

2. What skills and attributes are essential for a person to function independently?

3. Tell us how your training and work experience demonstrate that you have the skills necessary to work independently.

4. In prior positions, were you required to priorize work activities? If so, provide examples.

5. If you had the following tasks to do, how would you organize them and why?

   a) Organize resource materials in resource centre.
   b) Prepare an article for the local paper highlighting a recent event held by your literacy program.
   c) Return a call from a potential student.
   d) Read and respond to mail.
   e) Select and prepare material requested by a tutor.

CRITERIA 5: Demonstrated Ability to Work Cooperatively with Others and Effective Interpersonal Communication Skills.

1. What skills are necessary for a person to work cooperatively with other organizations and agencies?

2. As the Program Coordinator, you may be faced with various situations. How would you resolve the following scenarios?

   a) Your daytime literacy instructor poses a problem he/she is having with a student. It is an academic problem. How will you handle this?
   b) You have an instructor/tutor who you have observed as having problems relating to the student. What will you do?

CRITERIA 5: (Continued)

c) Your daytime instructor has asked you to immediately handle a situation where a student has threatened to drop out of class due to financial problems. What will you do?
d) The Literacy Working Group asks you to organize a major publicity event that showcases the variety of services your program delivers. Tell us what you would plan and why (and/or how).
e) A member of the community phones inquiring about the kind of programming available by your program. The caller is wanting a confidential learning environment and is very uncomfortable while talking on the phone. How do you make the caller more comfortable? What type of program will you suggest? Why?

CRITERIA 6: Good Written and Oral Communication Skills.

1. Describe your public relations experience. How much experience have you had in initiating and composing correspondence (ie. news articles, community awareness briefs or presentations, volunteer orientations, etc.)?

2. Describe any experiences you have had in presenting to groups (ie. committees, service groups/agencies, etc.).

CRITERIA 7: Demonstrated Availability for Training.

1. Are you willing and able to travel to training events at the program's expense?

2. Are there times when attending training may be an issue? Explain.

APPENDIX 6

SAMPLE JOB DESCRIPTION FOR LITERACY PROGRAM COORDINATOR

1. POSITION DESCRIPTION

Working Title: Literacy Program Coordinator

2. POSITION SUMMARY

The successful incumbent will:

- coordinate and deliver literacy programs to adult learners which will meet their individual needs;
- work in cooperation with the Literacy Working Group to develop recruitment publicity strategies which will enhance and promote the Adult Literacy Program;
- support the goals and objectives of the Adult Literacy Program specifically in development, assessment, production and publishing of new learning materials which have been produced by students and/or practitioners/tutors.

3. POSITION DUTIES AND RESPONSIBILITIES

A) Program Support and Development

- Perform initial assessment of new students, including statistical information, current level of skill, interests and goals. Open and maintain a file of each student.
- Develop a learning program for individual students that is appropriate to their interests, level of ability and specific goals.
- Perform ongoing evaluation of each student in the areas of achievement, special needs, new goals, etc., including weekly notes in each student's file (including lesson plans, attendance, and incidence reports). Monthly evaluations will occur to ensure that the training plan continues to be relevant, realistic and achievable. Ongoing communication with students to document concerns or needs.

- Perform daily record keeping of lesson plans to ensure that objectives are being met or that additional lesson plans on subject are developed.

- Prepare monthly reports to the Literacy Working Group and Literacy and Continuing Education Regional Coordinator which should include: attendance, enrollment, resources developed or obtained, identification of specific supports or training updates on any action required by either groups.

B. Recruitment of Learners and Volunteers

In cooperation with the Adult Literacy Program's Working Group:

- develop recruitment strategies which will encourage potential adult learners to attend programs;

- develop publicity/information packages that will inform the general public about the Adult Literacy Program;

- coordinate and attend information sessions within the community to discuss programs and activities offered by the Adult Literacy Program;

- liaise with community organizations for the purposes of recruiting volunteers, maintain a list of interested community members who wish to receive tutor training.

C. Training and Support to Volunteers

- Communicate directly with volunteers to determine when volunteers will be available to work with learners.

- Maintain ongoing communication with volunteers to inform them about additional training opportunities.

- Identify ongoing supports required by volunteers. Coordinate resources needed for additional training program in cooperation with the Literacy and Continuing Education's Regional Coordinator.

D. **Program Material Development/Procurement**

- Prepare and submit orders for literacy program resources to the Literacy Working Group Resource Committee.
- Maintain an inventory of resources purchased for programs.
- Review existing resources (in cooperation with Resource Committee) to evaluate the suitability for the program. In cooperation with adult learners, develop projects which will result in learner-generated learning materials.

APPENDIX 7

SAMPLE VOLUNTEER INTAKE FORM

Date: _____

Name: _____

Address: _____

_____

Tel. No: _____

What days, times, etc. are you available?

_____

What kind of volunteering would you like to do?

____ tutoring

____ publicity/recruitment

____ helping with materials

____ office/typing, etc.

____ babysitting

____ other:

_____

What is your educational background?

_____

_____

_____

If you are interested in becoming a volunteer tutor, would you be available to take a training course? Would you be available:

___ days ___ evenings ___ weekends

APPENDIX 7: (Continued)

On this side of the form, would you please write a paragraph about what made you interested in volunteering in literacy. (The paragraph should be at least 250 words long and written in complete sentences.)

APPENDIX 8

SAMPLE FINANCIAL STATEMENT

Category	Example of Expense	In Kind Community Contributions	Actual Expense	Explanation for Deviations
Teacher Salaries ($15 per hour, 13 hrs per week, 35 weeks per year)	$ 6,825			
Community Developer (if appropriate)	900			
Materials: Books, Supplies, Photocopying	3,000			
Student Supports: Transportation Babysitting	5,500			
Professional Development (including conferences and meeting)	2,500			
Publicity & Outreach	500			
Learning Meeting Costs (coffee, paper, etc.)	300			
Rent, Heating, etc.	4,000			
Secretarial or Admin. Costs	300			
Other (be specific):				
Special learner events	1,075			
_____				
Learners' Conference	2,000			